



R P Dawkins Middle

1300 East Blackstock

Moore, South Carolina

Grades	6-8 Middle School	
Enrollment	840 Students	
Principal	Ken Kiser	864-576-8088
Superintendent	Dr. Darryl Owings	864-576-4212
Board Chair	Mr. Michael Crook	864-576-4212

THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
2008	Average	Below Average
2007	Average	At-Risk
2006	Average	At-Risk
2005	Good	Below Average
2004	Good	Below Average

DEFINITIONS OF DISTRICT RATING TERMS

- Excellent – District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk – District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

Percent of Student PACT Records Matched for Purposes of Computing Improvement Rating

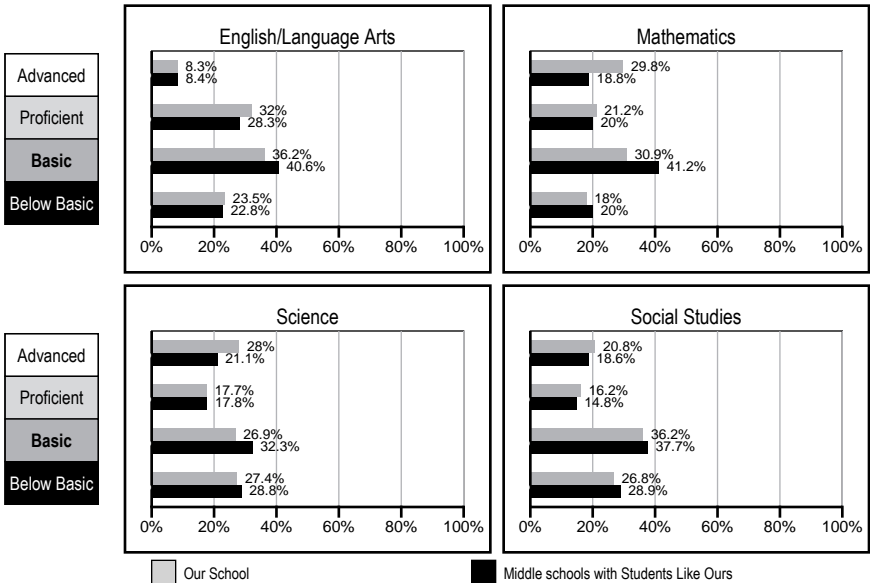
Percent of students tested in 2007-08 whose 2006-07 test scores were located 95.4%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	2	31	10	1

* Ratings are calculated with data available by September 30.

Palmetto Achievement Challenge Tests (PACT)



* Middle schools with Students Like Ours are Middle schools with Poverty indices of no more than 5% above or below the index for the School.

Definition of Critical Terms

Advanced	Exceeded expectations, Very high score, very well prepared to work at next grade level
Proficient	Met expectations, Well prepared to work at next grade level
Basic	Met standards, Minimally prepared, can go to next grade level
Below Basic	Did not meet standards, must have an academic assistance plan, the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

End of Course Tests

Percent of tests with scores of 70 or above on:	Our Middle School	Middle Schools with Students Like Ours*
Algebra 1/Math for the Technologies 2	100.0	98.5
English 1	0	94.5
Physical Science	0	41.0
All Subjects	100.0	98.2

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=840)				
Students enrolled in high school credit courses (grades 7 & 8)	16.3%	Down from 23.0%	25.1%	19.4%
Retention rate	0.4%	Down from 0.6%	1.9%	1.8%
Attendance rate	97.1%	Up from 96.9%	96.1%	95.8%
Eligible for gifted and talented	37.5%	Down from 37.6%	21.8%	15.3%
With disabilities other than speech	8.2%	Up from 7.5%	11.4%	12.9%
Older than usual for grade	0.8%	Up from 0.6%	1.7%	3.0%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No Change	0.9%	0.7%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
Teachers (n=54)				
Teachers with advanced degrees	74.1%	Up from 67.3%	58.0%	55.0%
Continuing contract teachers	74.1%	Down from 83.6%	75.0%	70.6%
Teachers with emergency or provisional certificates	0.0%	No Change	3.5%	5.4%
Teachers returning from previous year	85.6%	Down from 89.4%	85.9%	83.4%
Teacher attendance rate	95.6%	Up from 93.8%	95.0%	94.9%
Average teacher salary	\$47,933	Up 5.4%	\$46,089	\$44,706
Professional development days/teacher	15.4 days	Up from 10.5 days	11.8 days	11.8 days
School				
Principal's years at school	3.0	Up from 2.0	3.0	3.0
Student-teacher ratio in core subjects	23.0 to 1	Up from 22.7 to 1	22.0 to 1	20.1 to 1
Prime instructional time	92.1%	Up from 90.7%	89.8%	89.3%
Opportunities in the arts	Excellent	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 99.7%	98.2%	98.0%
Character development program	Excellent	No Change	Good	Good
Dollars spent per pupil*	\$5,842	Down 3.4%	\$6,572	\$7,097
Percent of expenditures for instruction*	69.4%	Down from 72.9%	66.3%	64.4%
Percent of expenditures for teacher salaries*	66.5%	Down from 68.0%	61.4%	59.4%

* Prior year audited financial data are reported.

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

Report of Principal and School Improvement Council

The mission of Dawkins Middle School is to provide a safe, challenging, and positive learning environment where all students have the opportunity to be successful and prepare for their future. Our students and faculty have earned numerous awards and recognitions for their accomplishments this school year in academics, fine arts, athletics, and community service.

The teachers at Dawkins Middle school are professional, caring, talented, dedicated, and very involved with our students both in the classroom and with extra curricular activities. Our parents are very supportive and are actively involved in the education of our students. The school district superintendent, administration, and board of trustees are very involved in the education of our students and visit our school often to interact with the students and staff. Students at Dawkins Middle School have the combined support of their teachers, administrators, parents, community partners, district staff, school board, and superintendent. We believe that by working together we can provide the safest, most challenging, and most positive environment possible for our students as we prepare them for their future.

Dawkins Middle School students and staff have been recognized across the region and state for their accomplishments. These accolades include "Closing the Achievement Gap" recognition by the EOC, 42 Junior Scholars, 7 Duke Tip Scholars, Math Counts national competition, undefeated boys basketball/ girls basketball/ and volleyball teams, wrestling conference tournament champions, 2 teachers inducted into Battle of Brains Hall of Fame, fine arts students earning all region honors/ all state honors/ superior ratings, and fine arts students performing at Disney World/ Carowinds/ Kentucky/ Middle School Convention.

We believe that preparing students for their future requires a commitment to excellence in academics, fine arts, and athletics. Our Dawkins Middle School family is dedicated to the preparation of our students for their future in all three areas, and we look forward to the continued success of our students.

Ken Kiser - Principal
Peggy Dawkins - SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	43	255	71
Percent satisfied with learning environment	97.7%	79.5%	85.7%
Percent satisfied with social and physical environment	97.7%	82.7%	91.3%
Percent satisfied with school-home relations	97.7%	89.5%	91.2%

* Only students at the highest middle school grade level and their parents were included.

School Adequate Yearly Progress

NO

This school met 21 out of 29 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

* Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanction: Implement the restructuring plan.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance			
	Our District		State
Classes in low poverty schools not taught by highly qualified teachers	0.8%		1.8%
Classes in high poverty schools not taught by highly qualified teachers	2.1%		6.8%
	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	4.3%	0.0%	No
Student attendance rate	97.1%	94.0%	Yes
* Or greater than last year			

Abbreviations for Missing Data

PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)

All Students	846	99.9	23.3	36.2	32.2	8.3	52.1	49	48.2	Yes	Yes
Gender											
Male	442	99.8	26.7	39.3	27.7	6.3	46	41.9	41.7	N/A	N/A
Female	404	100	19.6	32.8	37	10.6	58.7	56.4	55	N/A	N/A
Racial/Ethnic Group											
White	421	99.8	12	31.4	43.7	12.8	68.3	59.8	60	Yes	Yes
African American	316	100	40.4	41.5	17.4	0.7	28.2	34	31.7	No	Yes
Asian/Pacific Islander	47	100	4.9	34.1	39	22	73.2	55.9	70.4	Yes	Yes
Hispanic	57	100	33.3	44.4	18.5	3.7	40.7	33.6	38.4	No	Yes
American Indian/Alaskan	5	I/S	I/S	I/S	I/S	I/S	I/S	43.3	47	I/S	I/S
Disability Status											
Disabled	70	98.6	78.1	20.3	1.6	0	4.7	10.7	16	No	Yes
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	38.1	N/A	N/A
English Proficiency											
Limited English Proficient	33	100	46.4	42.9	7.1	3.6	21.4	24.7	36.9	I/S	I/S
Socio-Economic Status											
Subsided meals	358	100	38.9	42	17	2.2	26.9	33.8	34	No	Yes

Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)

All Students	846	99.9	19.5	33.2	21.8	25.5	56.2	50.5	45.8	Yes	Yes
Gender											
Male	442	99.8	18.8	30.8	22.2	28.2	57.6	50.8	45.6	N/A	N/A
Female	404	100	20.4	35.7	21.4	22.5	54.8	50.2	45.9	N/A	N/A
Racial/Ethnic Group											
White	421	99.8	10.3	25.6	28.7	35.4	73.2	61.7	59	Yes	Yes
African American	316	100	33.4	44.3	12.9	9.4	30.7	32.8	26.9	No	Yes
Asian/Pacific Islander	47	100	4.9	24.4	14.6	56.1	85.4	66	71.3	Yes	Yes
Hispanic	57	100	27.8	38.9	22.2	11.1	40.7	36.7	38.1	No	Yes
American Indian/Alaskan	5	I/S	I/S	I/S	I/S	I/S	I/S	46.7	46.2	I/S	I/S
Disability Status											
Disabled	70	98.6	71.9	23.4	4.7	0	10.9	13.3	17.1	No	Yes
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.5	N/A	N/A
English Proficiency											
Limited English Proficient	33	100	28.6	42.9	17.9	10.7	39.3	33.1	38.7	I/S	I/S
Socio-Economic Status											
Subsided meals	358	100	34.9	38.9	14.8	11.4	34.3	36.4	31.4	No	Yes

* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	School Attendance Rate	District Attendance Rate
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Science

All Students	566	100	27.5	26.7	17.7	28.1	45.8	36.5	35.7	97.1	96.5
Gender											
Male	298	100	27.3	24.5	17	31.2	48.2	39.1	37.4	96.9	96.4
Female	268	100	27.7	29.3	18.5	24.5	43	33.7	33.8	97.3	96.5
Racial/Ethnic Group											
White	292	100	19.3	20.4	21.4	38.9	60.4	48.1	49.2	96.9	96.2
African American	202	100	43.3	34.4	12.8	9.4	22.2	17.9	17	97.1	97
Asian/Pacific Islander	33	100	3.3	30	20	46.7	66.7	47.7	58	98.4	97.3
Hispanic	37	100	32.4	35.3	11.8	20.6	32.4	22.6	24.9	97.4	96.3
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	31.6	37.4	94.5	95.8
Disability Status											
Disabled	45	100	68.2	27.3	0	4.5	4.5	9.2	14	96.2	95.8
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	21.9	N/A	95.6
English Proficiency											
Limited English Proficient	22	100	36.8	36.8	10.5	15.8	26.3	19.1	24.4	97.5	96.5
Socio-Economic Status											
Subsidized meals	229	100	43.2	33.5	9.2	14.1	23.3	21.9	21.1	96.6	96

Social Studies

All Students	563	99.8	26.6	36.2	16.3	20.9	37.2	36.9	34	97.1	96.5
Gender											
Male	298	99.7	24	32.6	15.8	27.6	43.4	40.5	36.6	96.9	96.4
Female	265	100	29.4	40.3	16.9	13.3	30.2	33.2	31.3	97.3	96.5
Racial/Ethnic Group											
White	288	99.7	14.8	37.2	17.7	30.3	48	45.9	44.5	96.9	96.2
African American	203	100	43.8	37.8	10.8	7.6	18.4	23.8	19.1	97.1	97
Asian/Pacific Islander	32	100	7.1	28.6	25	39.3	64.3	50	58.9	98.4	97.3
Hispanic	36	100	44.1	26.5	29.4	0	29.4	22.5	27.5	97.4	96.3
American Indian/Alaskan	4	I/S	I/S	I/S	I/S	I/S	I/S	33.3	32.7	94.5	95.8
Disability Status											
Disabled	46	97.8	67.5	27.5	0	5	5	11.4	14.4	96.2	95.8
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	22.6	N/A	95.6
English Proficiency											
Limited English Proficient	24	100	40	35	15	10	25	17	27.3	97.5	96.5
Socio-Economic Status											
Subsidized meals	235	100	44.4	38.3	10.7	6.5	17.3	22.9	21	96.6	96

* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PACT Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*
English/Language Arts								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	267	100	18.3	32.9	35.3	13.5	48.8
	7	273	99.3	29.5	36.7	29.5	4.4	33.9
	8	292	98.3	18.1	50.4	27	4.4	31.5
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	280	100	22.4	38.4	33.1	6.1	39.2
	7	283	100	21.9	34.3	35.5	8.3	43.8
	8	283	99.7	25.7	35.8	27.9	10.6	38.5
Mathematics								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	267	100	12.7	29.8	30.2	27.4	57.5
	7	273	99.3	20.3	36.3	17.9	25.5	43.4
	8	292	98.3	22.6	46.3	18.5	12.6	31.1
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	280	100	17.9	29.3	22.8	30	52.9
	7	283	100	14	28.7	20.4	37	57.4
	8	283	99.7	26.8	41.5	22.3	9.4	31.7
Science								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	134	100	29.4	21.4	18.3	31	49.2
	7	273	99.3	32.1	25	19	23.8	42.9
	8	147	97.3	33.3	37.7	13.8	15.2	29
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	140	100	35.9	17.6	14.5	32.1	46.6
	7	283	100	21.9	27.5	18.1	32.5	50.6
	8	143	100	30.4	34.1	20	15.6	35.6
Social Studies								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	133	98.5	15.3	29	27.4	28.2	55.6
	7	273	99.3	41.4	29.5	10.4	18.7	29.1
	8	145	99.3	30.7	58.4	10.2	0.7	10.9
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	140	100	23.5	29.5	21.2	25.8	47
	7	283	100	27.9	32.8	15.5	23.8	39.2
	8	140	99.3	26.9	50	13.1	10	23.1

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample